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ABSTRACT

Presented primarily for use with educable mentally retarded and learning disabled children are approximately 100 activities for language development through the auditory channel. Activities are grouped under the following three areas: receptive skills (auditory decoding, auditory memory, and auditory discrimination); expressive skills (auditory vocal association, auditory visual association, auditory closure, and sound blending techniques); and speech improvement. Each entry begins with a statement of the activity's purpose, followed by a list of materials needed (when applicable) and a description of the procedures involved. Sample activities suggested include a game in which children repeat patterns of drum beats (to develop auditory memory), an exercise in which they describe hidden objects to each other (to strengthen use of complete sentences), and a series of poems (to improve speech). (LS)

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LANGUAGE DEVELOPMENT

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LANGUAGE DEVELOPMENT ACTIVITIES THROUGH THE AUDITORY CHANNEL

Workbook prepared for program entitled:

"THE EFFECTS OF AUDITORY PERCEPTUAL TRAINING AND SPEECH STIMULATION ON EMR AND LD CHILDREN IN STARK COUNTY"

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CHAPTER I

AUDITORY RECEPTIVE SKILLS

Auditory Decoding

Purpose: Following simple verbal directions

Material: Full length mirror

a. Demonstrate simple directions, body parts. Begin with singular forms only. Later add plural forms and later still mix, randomly, the singular and plural forms: "Touch your ear (eye, nose, head). Touch your ears (eyes, knees, toes).
b. Music format. Combine body part directions with a simple melody such as "Put Your Finger in the Air."
c. Self introductions. Introduce the children individually to themselves in a full length mirror. "That is Gary Peel. Say, "Hello, Gary." Hold out your hand to the boy in the mirror. What is he doing? Put your hand on your head, your shoulder; touch your nose. Does he do everything you do?"

Purpose: To encourage attentive listening or oral directions.

The teacher begins by telling the children that each of them is going to be a "Curious Traveler." The teacher then gives the following directions and the children act them out: "The traveler stood up. (children stand) He looked to the North. He looked to the South. He looked to the East. He looked to the West. He then turned around and faced the North, then the West, then the South, then the East. Then he stood on tiptoe to see over neighbor's shoulder. He smiled at what he saw and sat down." Children may serve as "directors" after they become familiar with the game.

Purpose: To improve listening skills

Roar. The teacher is the animal keeper and gives each child the name of some animal. When they are all named, the animal keeper tells a story about what heppened to all these animals one fine summer day. The animal keeper is careful to bring in the name of every animal so that every player will have to get up and pretend to be the animal. For instance, the one who is a donkey will have to kick up his heels and say "Hee haw." But whenever the animal keeper mentions the lion, all the players stand and shake their heads and roar as all good lions do. One of the players keeps score. After the animal keeper has them imitate the lion's roar five different times, he chooses a new animal keeper.

Purpose: To improve listening skills and following directions

Bring Me. The teacher tells the class that today they are to play a game in which they must listen carefully. "It's called Bring Me. Sometimes I will say your name and then say 'Bring me the chalk (or a book or something else).' Then you must follow my directions and bring it to me. But if I say 'Bring me the window,' or 'Bring me the wall,' then you must stay quietly in your chair without moving. Do you understand?"

The teacher then calls the name of one pupil in the group and says, "Bring me the pencil (bell, ceiling, doorway, etc.)"

Purpose: To develop auditory reception skills

Following and understanding verbal directions (for numbers 3 and 4 of the following use either pictures or toy cars and train. Do not go on to the more complex directions until the child has continued success with the less complex instructions.)

1. Stand up.
2. Sit down.
3. Show me the car.
4. Give me the train.
5. Put your paper on my desk.
6. Put your pencil in your desk.
7. Open your book to page seven and show me the first word on that page.
8. Go to the sink and wash your hands with soap and water. Then dry them with a paper towel.

Purpose: To develop auditory reception skills

1. Following verbal directions
   a. Play hopscotch with numbers in the squares. Tell children to hop to #1, hop to #6, #7, etc.
   b. Use the same game, but use beginning "letters" in the squares and have the child tell a word that begins with the letter to which he has hopped.
   c. Preposition game - ask children to follow instructions such as: "put the book on the table," "crawl under the chair," "go up the slide," "come here to me," etc.
   d. The magic wand game - touch each child with a pointer and give a direction or ask for a sound or blend.

Purpose: To listen in order to follow directions

Materials: Graph paper and pencil for each player

The teacher gives directions: "Start near the top of your paper. With a pencil draw a line to the right for four spaces. Now go down one space, over the right two spaces, down one space, to the right two spaces, down one space and to the right three spaces. What have you drawn?" (Stairsteps, we hope.) Directions for other simple figures such as squares, rectangles, windows, etc. may be given. Some animal forms may be drawn this way also, with a little ingenuity.

Purpose: Follow verbal directions

a. Yes-no-maybe questions. "This morning I am going to read some sentences to you. Listen carefully to each sentence and answer yes, no or maybe." Suggested content follows:
   1. Body image
      Our feet are on the ends of our arms.
      You have one head.
      Your arm does not bend.
      We are sitting down.
   2. Immediate environment
      The light is on.
      The floor is moving.
      We can pick up chairs.
   3. Familiar classes or concepts taught (fruits, animals, colors, seasons, number, weather, properties of objects.)
      Grapes grow in bunches.
      Bananas are round.
      A triangle has four sides.
      Horses, cows and ducks are four legged animals.
      A fish can walk.
      An ice cream cone is hot.
      Bobby is the name of a boy.
      Is mud good to eat?
      Acorns grow on maple trees.
      Leaves turn red and yellow in the fall.
      All apples are red.
      People turn off their furnaces in the fall.

b. Recall of simple items in sentences and very short stories. "This morning I shall read some very short stories. Be a good listener. When I finish a story, I shall ask you some questions. If you can answer the questions, then you are a good listener. Ready?"
   1. "We have fun in the spring. We jump rope. We play marbles and fly kites."
      "What time of year is it? Name three games we play in the spring."
   2. "Today it is raining. We wear our raincoats and hats. Our boots splash in the puddles. We like the spring rain."
      "What kind of weather did I mention in the story? What kind of clothes do we wear when it rains?
   3. "I am a baby bird. I live in a nest. I am learning to fly. When I am big, I can sing."
      "Where did the baby bird live? What was it learning to do? What will it do when it is a grown up bird?
   4. Tell a story in which children have to remember a specific category, such as color. "There was once a boy name Jack. Jack lived in a white house with his mother and father. One day Jack's father brought a dog home for Jack. The dog was brown. One day Jack forgot to shut the big green door and the dog ran away."
      "What color was Jack's house? What color was the dog? What color was the big door?"

c. Animal Story. Select or invent a story that includes the names of familiar animals and that entails repetition of these names. (The Little Red Hen is an example.) After the children are seated and ready to listen, assign each child the name of an animal that is in

the story and show him how to "talk" like that animal. When ever you mention his animal in the story, the child must make the sound of the animal.

d. Animal Sounds. Explain to the child that you will produce the sounds of different farm animals. Ask him to listen carefully to each sound and to name the animal which was imitated. Although the auditory aspect of this game would remain constant, the response can be changed. A visual response can be required by having the child choose a picture of the correct animal. A motor response can be required by having the child act like the animal whose sound he heard. A more difficult associative response can be required by having the child choose a related picture, such as a bottle of milk to go with the sound of a cow, a saddle to go with the sound of a horse. an egg to go with the sound of a chicken.

e. Word Omission. Develop the habit of omitting words which either picture clues or the logic of the material will enable the children to supply. Example: Story Time -- Peter Johnson and his Guitar. These questions can be asked after the first reading of a book or during the reading of the story if the children are already familiar with the story. The illustrations help provide the answers. "Peter looked in the _____(barn). He looked under the _____(table). He looked behind the _____(door)."

f. Detection and correction of incorrect or nonsensical items.

1. Change my sentence. "Today I am going to say some sentences with wrong or silly words in them. Listen to the sentence. If you can change it into a sentence that makes sense, raise your hand." Examples:
   Water is dry.
   A nail has a tail.
   An ax is an animal.
   Cows have four wings.
   Jane is the name of a boy.
   An apple is square.
   Ice is warm.
   A pig can fly.
2. Something about you. "I'm going to tell you a silly story about yourselves. Listen very carefully and when you hear something silly, put your hand up. "Once upon a time, five children came to school. Their names were Debbie, Tony, Maria, Joe and Derrick. They were all boys and they were all 50 years old. Their teacher was an old man named Grumpy. Every day the children rode to school on a horse. When they got to school, they put on their pajamas and went to bed. When they woke up, they had supper. Then they drew books on the ceiling and took them home. When school was over a fire engine came to get them."
3. What's wrong here? "I am going to read you a story that has some mistakes or is funny. Odd things happen. If you hear something that doesn't sound right, raise your hand. When I call on you, tell us what is wrong with the story. "Once there was a farm right in the middle of town." (If no one raises his hand, ask, "Does anyone know what is wrong with that? Farms are in the country, aren't they? Not in the middle of a town or a city.") "Now I'll read that the right way. Once there was a farm out in the country. The farmer and his wife had two children--two girls and a boy. The farmer raised cows, horses, pigs, chickens and chairs on the farm. "One winter day when it was snowing outdoors, the farmer told his boy to put on his swimming suit and

go out to feed the horses. When Jimmy reached the barn and opened the door, he could hear the horses calling him 'Moo, Moo!' They must be very hungry, thought Jimmy as he rushed over to their stalls. He gave them some bread to eat. He also fed the other animals. Then he thought, 'I'll check the chickens' nests and see if they have laid any buttons because I sure do like fried buttons for breakfast."

g. Riddle Format. Although there are inexpensive and suitable books for riddles (for example, Riddles, Riddles, from A to Z, Golden Press, 35¢), you can more effectively use original riddles which relate directly to the subject matter you are teaching.

1. Riddle for class. "I am thinking of a fruit that has a smooth skin. It has a single stone or seed in the center. It is juicy. It grows on a tree. It is purple." Continue providing clues until the children guess that it is a plum. "I am thinking of a shape that we often see in buildings. It could be the shape of a cement block. It has four sides. The four sides are not all the same length." Continue providing clues until the children guess that it is a rectangle. Similar riddles can be made for colors, animals, items of clothing, furniture and other curricular materials.
2. I see something. "I see something in this room. It is red and it is on the little table. It is a rectangle." Call on a child to name the object (a book). As the children increase in skill, objects which are very familiar but are not actually present in the room can be used. "I am thinking of something. It has four legs, a tail and it barks. What is it?"
3. Find my child. A child or the teacher plays the part of the mother and one of the children is chosen to be a policeman. The mother tells the policeman that her child is lost and asks him if he will help her find him. The policeman asks if the child is a little boy or girl and what he was wearing when he disappeared. The mother tells the policeman about the clothes. The policeman walks about the room as the clothing is described. When he picks out the child that has on this clothing, he returns him to the mother and another player becomes the policeman. (Auditory decoding, visual decoding, vocal encoding.)

Purpose: To listen attentively in order to follow directions

Crossing the Road. The "road" is the front of the classroom. One child is selected to "cross the road." The other children sit with eyes closed and heads on their desks. The leader chooses either to hop on one foot across the road, walk, run, jump or skip. When he has crossed the road, the other children raise their heads and the leader asks, "How did I get across the road?" From among the children who answer correctly, the leader chooses the next one to cross the road.

Purpose: Classroom activities which emphasize directions

Materials: Construction paper or newspaper. Precut geometric shapes - easel & listening games.

a. Paper folding. A large piece of construction paper or newsprint can be divided into work areas for pasting and other activities by careful folding. "Pick up the left edge of the paper and bring it over to the right edge. Hold it there while you press the paper flat with your other hand. Good. Now, bring the bottom edges up to the top and then press the paper flat. Has everyone done that? Now, unfold the paper. You can see four rectangles. Let's count them together. We will make a design in each rectangle." (Precut geometric shapes are given each child and he is directed to select certain colored shapes and assemble them in such a way as to have an ice cream cone, a clown, balloons. Of course, the materials pasted, colored, or printed in each rectangle will vary according to the content currently being taught.)

b. Decorating Christmas Cookies: After tree shaped cookies have been frosted green by the children, place the decorations (cinnamon dots, silver dots, chocolate chips) on the tables in appropriate containers. Without decorating a tree yourself, give instructions. "Put a silver dot on the top point of your tree. This will be the star for the top of your tree. Put a red cinnamon dot at the end of each branch. How many dots do you need? Put three chocolate chips on the base of your tree. This will make the stand." (To provide an interesting comparison between auditory and visual decoding, have the children decorate a second cookie by example only. Decorate a cookie in a certain way. With no explanation, place your sample before the children and say, "Decorate your cookie just like mine.")

c. Easel and Listening Games: 32 easel games to use as group activity and 52 listening games are printed on 8½ x 11" paper to be completed by individual children.

Purpose: Following more complicated directions

a. Do as I say. "This morning, boys and girls, I will see how well you can follow directions. Listen carefully and do just what my sentence tells you. I may ask all of you to do the same thing, or I may call only one name. "Stand behind your chair (in front of, on)" (all children). "Bring me a book, a piece of chalk and a pencil" (one child). "Jump three times and then clap your hand." (all) "Put a yellow sheet of paper between two red books." (one) "Stretch up high, touch your toes, turn around two times." (all)

b. Whispered and "hidden" directions:
   1. Messenger boy. Choose a child to be the messenger boy and whisper a "message" to him. He chooses a child to receive the message and whispers the message to this child. Sample messages: "Take off one shoe." "Turn around three times." "Stand on one foot." The child who receives the message acts out the request. The other children then guess out loud what they thought the message was. When the children master the game, they can make up their own messages and you will not need to initiate the messages.
   2. A mixed up story. "I'm going to tell you a story, but you have to listen very closely because every once in a while I'm going to ask one of you to do something. Like this: Once there was a little boy and - (Tony, touch your nose.) Are you ready? Once there was a little boy named Henry. One day his mother said - (Gary, stand up. Good Gary, you were listening.) One day Henry's mother said,

"I need a loaf of bread from the store and I want you to go to the store for me -(Gloria, scratch your ear.' Here is 25¢. Be sure to - (Raise your hand, Maria) bring back the change. Henry was a very careful boy and he did just what his mother asked him to do. But on the way home he saw a friend and said - (Tony, clap your hands.) 'Hi, Joe.' While they were talking, he dropped the money. Joe helped him find it and away he went, taking the bread and money home to his mother."

c. Games which emphasize directions:

1. Chin, chin, chin. Seat the children in a group facing you. Point to your chin and say, "Chin, chin, chin." Then switch and point to another feature such as your eye but continue to say, "chin." The children must point to what you say and not to where you point.
2. Simon Says. Begin as Simon and give commands: "Simon says, 'Thumbs up.' Simon says, 'Thumbs down.'"etc. If you give a command without saying "Simon says," the children are not to follow the command. The children may take turns replacing you as Simon.
3. Silly relay. Three or four children are adequate for a relay row. Place everyday items (a chair, hat, mitten, eraser) in a line ahead of the relay row. Give the first child in the row a command series: "Sit on the chair. Put on the cap. Take off the cap. Jump over the mittens." After he completes the series he runs back to his team, taps the next player in line and goes to the end of the line. Give the second child a different command series which involve the same objects: "Walk around the chair; jump over the cap; put on the mittens; take off the mittens." Continue until each child has had an opportunity to perform a command series. Gradually increase the complexity of the commands.
4. I say. Face the children and act as a captain. When your command fits your action, the children must follow. For example: "I say, touch your feet," and touch your feet. The children must do the same. However if you say, "I say bend over," and then raise your arms in the air, the children must remain still and not follow the command.

Purpose: To describe the world using words to tell the color of things

I Spy. "A child says I spy something yellow (or any other color.)" He adds one clue at a time until someone guesses the right object: "It is round," "It will bounce."

"A ball" answers a child, who then spies something another color.

Purpose: To listen for details

The teacher tells or reads a rather short story to the children. Then she asks specific questions about the story. This is a revealing test for the quantity and quality of listening the children are doing. For example: The boy ran into the room and called out to his mother, "See the new cap that Daddy gave me." His mother said, "That is the best possible gift for a November birthday. What did the boy do. What did he have? Who gave him the gift? Why was he given a gift? When was his birthday?

Purpose: To improve discrimination of rhyming words and listening skills

The teacher says two words at a time - "hard-lard or run-jump." The children stand up if they hear that the words rhyme. For somewhat more mature children the teacher says sentences: This seed makes good bird feed. Jack put his tools in the sack. John likes meat to eat. The children tell the rhyming words in the sentences. Do not write words on the board - this should be a listening exercise only.

Purpose: To develop ability to listen carefully

What is Wrong? The teacher tells a story of four to six sentences in length. One of the sentences will not make sense or add to the story. Example: John has a new sled. The sled goes fast. The sled is painted red. Mary likes cookies. John wants the snow to come. John will ride his sled in the snow.

Purpose: To improve listening skills and concept formation

Materials: Story books, picture cut from coloring books, magazines, etc.

Story in Pictures. Children may listen to connect words or short stories with pictures. After placing two mounted pictures on the chalkboard ledge, the teacher may say, "I am going to say two words. One of them tells about a picture. Listen carefully to tell me which picture goes with the right word." Example: pictures on ledge are cow, dog, man; the teacher says, 'horse, dog,' and children point to the picture of the dog. Use a variety of pictures and word pairs."

This game may be changed to require higher-level listening by having the members of the group identify the proper picture to go with the parts of a simple story. Mounted pictures may be made from illustrations cut from five-and-ten-cent-stores books of folk tales and short stories. First have the children listen to the whole story; then say, "Look at the pictures of our story on the chalkboard ledge. Now listen to the story again. When I come to a place in the story that a picture tells about, put your hand up. Be ready to show the picture that goes with a part of our story." With practice, children will progress from a "two-picture story" to a five-picture story."

Purpose: To listen for sequence of ideas

Story Cut-ups. A story on the group's reading level is cut up into different parts and perhaps pasted on cardboard. The teacher mixes the cut-up pieces and passes them to the group. The child who thinks he has the first part of the story reads it. The other follow until all parts have been read. The story often becomes quite a different story from the original one.

Auditory Memory

Purpose: To improve listening and memory skills

Materials: 2 paper crowns

Echo Game. Two children play the game at a time. The child wearing a crown labeled "Speaker" stands in one corner of the room. The child wearing a crown labeled "echo" stands in the opposite corner. "Speaker" says something in a clear, natural tone. "Echo" repeats the words. Then each child passes his crown to another. Children like to sing the song "Little Sir Echo" when beginning or ending the game.

Purpose: To improve auditory memory and listening skills

Materials: Drum

The teacher or a pupil beats on the drum a certain number of times as all the children listen. One child is called on to clap back the same number. If he responds correctly he may become the next drummer. Begin with simple beats. Then the game may be made more complex by beating three fast beats and two slow beats or other combinations of this type.

Purpose: To give practice in listening carefully to increase one's memory

Materials: Rubber ball

How Many Bounces? The children close their eyes while the teacher bounces the ball 4 times. The children listen and count silently. The teacher calls on a child who may say, "You bounced the ball 4 times." If correct, the child may have the next turn to bounce. The ball may be bounced twice, then a pause, then bounced four times. The child answers 2 and 4. A further adaptation may be to have him say 2 and 4 are 6.

Purpose: To develop auditory sequential memory skills.

a. Number Sequencing. (Start with two or three numbers and increase until the child cannot repeat.) 1,2,3 - 1,2,3,4 - 1,2,3,4,5 - 5,4,3,2,1 - 6,3,5,7 - 7,4,7,6,5 - 10,20,30 - 30,50,60 - 60,70,60,40 - 90,50,70,40 - 15,17,19,11 - 25,35,45,55 - 21,61,71,18 - 2,4,6,8 - 8,6,4,2 - 22,24,26,46.
b. Word Sequencing. (Directions same as above) boy,cat,dog - dog, cat, boy - run,hop,skip - skip,hop,run,jump - run,hop,skip,jump,swim - was,saw,went - was,saw,went,for.
c. Instruction Sequencing. (Directions same as above) Go to the chalkboard - Go to the chalkboard; get a piece of chalk - Go to the chalkboard; get a piece of chalk; bring the chalk to me - Walk to the door; tap three times; come to your seat - Clap your hands three times; stamp your feet four times - wink your eye; rub your nose; touch your toes.

Purpose: To develop auditory memory skills

Materials: Paper and pencil for each pupil

Directions and Numbers. The teacher gives the pupils, equipped with paper and pencil, the following directions:

1. Listen to this series of numbers and write the third: 5-9-4-2-7
2. Listen to this series of numbers and write the next one to the last. 3-7-2-9-8-5
3. Listen to these numbers and write the one in the series that is closest to the number 3: 7-5-0-9-4-6
4. Listen to these numbers and write the largest of them. 6-2-7-5-8-4-7
5. Listen to these numbers and then write a number under 10 that is not mentioned. 6-2-8-4-9-7. (Answer: 1,3,5)

Vary instructions from simple to complex.

Purpose: To listen carefully in order to develop memory span

Kaleidoscope. Have 4 to 8 children stand in a row across the front of the room. A leader names a color for each of the players as the other children watch and listen. The children at their seats close their eyes putting their heads on their desks while the "colors" change places. Then any child may volunteer to name the color associated with each player.

The game should be simplified for younger or less able children by using a small number of colors.

Purpose: Recall of more abstract items: Digits, Letters and Rhythms

a. Rote Counting in Proper Sequence. Juice time provides many opportunities for simple counting. "How many children are absent today? How many cups (napkins, crackers) do we need?"
b. Telephone Numbers. Use telephones (play) for the children to call each other. The teacher is the operator. Each child asks her for the telephone number of his friend. Give the more proficient children a longer series to remember. In order for the child to phone his friend, he repeats the series correctly. If he makes a mistake, the operator tells him he has a "wrong number" and gives him the number to repeat again.
c. Elevator Boy. Choose one child as the elevator boy or girl. The other children are passengers on the elevator. Each child in turn names the floor at which he wants to get off. The elevator boy repeats these numbers and ends by saying, "Everybody off." Example: "First floor, second floor, tenth floor, thirteenth floor, everybody off." (Ideally, the children might give their numbers in order, but it is not necessary and the elevator boy may call the floors in whatever order they were first given.)
d. Prepared Tapes for the Tape Recorder. For motivation and to save time and give individual help, prepare memory drill tapes. Vary these in content. Example: Record digits, beginning with only two numbers. A pause follows during which the children listening repeat the digits. Gradually increase the number of digits given. The same tape can be used for several sessions. (Material in addition to digits can, of course, be recorded and repeated in the specified order by the children.)

e. Finger Puppets and Hand Puppets. Puppets help to motivate memory drills. The puppet may present a series of digits, letters, nonsense syllables, or words and the children repeat the sequence. Later the teacher may present the material and a child may use the puppet to repeat the sequence.

f. Rhythms. The children can repeat rhythmic patterns with coffee can drums, rhythm sticks, or hand clapping. Vary the patterns: short, long; short, short, long; loud, soft; etc.

g. The Giant's Garden. Tell a story about a giant who needs children to help him weed his garden. Every child who walks past his house must repeat what the giant says to him or else he has to help the giant. As they pass, the giant (teacher) says three or four nonsense syllables (ro-de-dum, fe-ti-rap). The child must say them back correctly. If he cannot, he goes to a part of the room designated as the garden to hoe weeds. Increase the sequence or substitute words, digits, or letters.

Purpose: To sequence a series of words

Materials: Any list of spelling words or reading words

Ask the children to listen while you read a short series of words. Then ask the child to repeat what you have said. As the children are successful, increase the number of words in the sequence. Variation: Use series of rhyming words. Use series of words beginning with the same initial sounds.

Purpose: To sequence a series of directions

Give children a series of silly commands (Hop to the door, etc.) to be completed by the children individually. After giving the commands ask the child to repeat the directions completely before performing the tasks. Ask children to be teacher and give you and the class commands.

Purpose: To sequence a series of events.

Materials: Flannel board with characters to go along with the story, or puppet figures

Tell the story using the flannel board pictures. Have the children then repeat the story and place the characters as they re-tell the story. The story also could be done in pantomine by the children the second time.

Purpose: Review of curricular materials, such as class or category, provides a routine situation for evaluating and developing auditory memory. Initially, props (miniatures, pictures, blackboard clues) may be used; later these activities may be performed with out visual clues.

a. Geometric Shapes. When reviewing geometric shape request a specific order of presentation. "Now, I want you to listen very closely. I am going to call out three different shapes. Then you will tell everyone those names and hold up the shapes in the order they were named. Darlene, I am going to call on you first: A rectangle, a triangle, a circle. Now you say them. Now hold them up--first, the rectangle. That's it." Give each child a turn.

b. Grocery List. Initially use props for this game: an egg carton, a butter box, a soap container, empty tin cans with the labels left on. Place each item on the table as it is added to the grocery list. "I went to the store to buy butter. I went to the store to buy butter and eggs. I went to the store to buy butter, eggs and milk." Individually and as a group the children repeat the list as it grows. Later, the children may be able to play the game without props. Grocery Store is an alternate way of playing this game. Begin with three grocery containers. "Let's pretend this shelf is a grocery store and I am putting out some groceries. What have I put on this shelf? Let's name them: milk, eggs, oleo. Good! Now turn around and look at this side of the room. Don't look back. Tell me the things we put on the shelf. What was first? What came next? What was last? Good. Now I will change the groceries. Let's name them now: oleo, milk, eggs. Now turn around and look across the room. Tell me things we put on the shelf."

c. Suitcase Packing. At first use a small suitcase and actual items. Later, the game may be played without props. Example: Child One: "I am going on a trip. I will put shoes in my suitcase." Child Two: "I am going on a trip. I will put shoes and socks in my suitcase." Child Three: "I am going on a trip. I will put shoes and socks and a toothbrush in my suitcase." Each child repeats the previous list and adds a new items.

d. The Farm. "The farmer went into the barn and saw a horse. The farmer went into the barn and saw a horse and a cow." Rubber animals or animal pictures may be used at first according to the procedure in c above.

e. The Garden. "The farmer's wife went into the garden to pick beans. The farmer's wife went into the garden to pick beans and corn." Vegetable pictures may be used at first to stimulate responses; play as in c above.

f. Animals in the Barn. Cut out a picture of a barn and paste it to a side of a small box. Pin the box to the flannel board. Use farm animals from a flannel board set or magazine cut outs. "I have a picture on the flannel board that is going to help us play a remembering game. I'm sure everyone knows what this is. Right! It is a barn. Now in this barn are some animals. If you listen, you will know which animals are in the barn because I am going to make some animal sounds. I will make two or three sounds so don't say anything until I finish. Then I will ask someone to tell me the names of the animals whose sounds I made. If you are right, the animals will come out of the barn. Ready?" After a child has named the animals in the right sequence, remove them from the barn and place them on the flannel board. Another child can put them back into the barn in the order in which they came out. Continue the game with another sequence of animals.

g. On Our Way to School. "Did you see anything special on your way to school this morning? Good! Some of you did. Let's play a remembering game about the things we saw on the way to school. Terry, what did you see? (A squirrel.) Can you say, 'On our way to school we saw a squirrel.' Joe, what did you see? (A fire truck.) Add it to Terry's sentence. Say, 'On our way to school we saw a squirrel and a fire truck.'"

h. We Went to the Zoo. "Can we play our remembering game using the zoo animals? This time we might say, 'We went to the zoo. We saw an elephant that ate peanuts.' Let's say that together. Tina, can you tell us another animal and something about it? (A zebra with stripes.)

Good. Now let's talk about both animals. 'We went to the zoo. We saw an elephant that ate peanuts and a zebra with stripes.' What shall we add next?"

i. Vegetable Soup (or other food categories). "How many of you like vegetable soup. Can you name some of the vegetables that we use in making vegetable soup? Good, you named quite a few. Now let's play a game to see how well you can remember the vegetables that are used in the soup. We will play the game this way: the first person will say, 'I made some vegetable soup. In my soup I put some tomatoes.' The next person will say that and add another vegetable to the soup. 'I made some vegetable soup. In my soup I put some tomatoes and beans.' The next person will add one more vegetable."

j. Memory Games Related to Other Curricular Content. Adapt, especially during oral reviews, lists of related material to a memory game format. Animals and foods ahve been illustrated above; similar games might include colors, furniture, clothing, vehicles.

k. Fruit Salad (or other food categories). "How many of you boys and girls like fruit? If we mix fruits together, we would have a fruit salad. Name some of the fruits that might be used. Do you remember how we played the vegetable soup game? Fine! We'll play the fruit salad game the same way." (See i above.)

Purpose: To hear directions and to remember and follow them through

Materials: Pencils or crayons and paper (directions can be put on tape for individual listening)

Directions would be: In block 3 write your name, in block 10 draw a red circle, in block 15 draw a yellow line, etc. The child listens and performs each task as directed. Be sure to pause between directions so that child has time to finish one task before he moves to another.

Purpose: To develop auditory and vocal sequential memory skills

Rhymes. Repeat the rhyme line-by-line until the child can say all four lines. Let each child name something different to carry to town in his basket as the activity progresses.

Rhyme	1st child	2nd child
I must go down,	I must go down,	I must go down,
Down to the town,	Down to the town,	Down to the town,
Down to the town	Down to the town	Down to the town
With my basket	With my basket of eggs.	With my basket of eggs & nuts, etc.

The game may continue in this manner until the last line is too long to remember. Reward the child who is able to say the longest line by allowing him to be first in the game the next time.

Purpose: Recall of Songs, Finger Plays and Nursery Rhymes

Most preschool and kindergarten music and activity books contain materials which emphasize sequenced or ordered items. The following are typical and do not represent a complete list.

a. Sequence of Number.
"Ten Little Indians"
"Band of Angels"
"Three Crows"
"One Potato, Two Potato"
"One, Two, Buckle My Shoe"

b. Sequence of Items or Objects.
"Old MacDonald Had a Farm"
"The Farmer in the Dell"
"Sally's Hammer"
"This Old Man"
"I Know an Old Lady"
"The Mulberry Bush"
"The Wheels on the Bus"

Purpose: Recall of directions

a. Do and Tell. Whisper a short series of directions such as, "Go to the door, knock on it once, and come back to your seat. Now tell us what you did." Be sure the instructions are not too complicated and that the main factor involved is memory and not the motor requirements.
b. Reviewing Directions. When presenting a lesson on subsequent occasions, allow time for the children to attempt to recall basic directions before you provide instructions. "Today we are going to trace circles again. Tell me what we will need (paper, crayons, insets). Good, here are the materials. Now tell me what we must do first."
c. Fruit Basket Upset. The children sit in a circle and the teacher sits in the center. Count off the children by assigning the names of four common fruits (apple, orange, banana, pear). The teacher calls out the names of two fruits. The children with that designation exchange places. When the teacher calls, "Fruit basket upset," all the children in the circle exchange places. Later a child may replace the teacher as the caller in the center of the circle. Variations of this game may be used to reflect other areas of the curriculum:
Assign numerals one through four. The upset word is "Arithmetic."
Assign the names of four barnyard animals. The upset word is "Barnyard."
Assign the names of four jungle animals. The upset word is "Jungle."
Assign the names of four colors. The upset word is "Rainbow."
Assign the names of four geometric shapes. The upset word is "Shapes."

Purpose: Auditory memory

The Naming Game. One child is It. He touches an object and names it. Then he tags a second player who touches and names that object and a new one. He then tags a third player who touches and names the first two objects and adds third. Continue until someome misses an object; then begin with a new It.

Purpose: To remember and follow directions in the correct sequence

Ring the Bell. The children sit on the floor in a circle with the bell in the center. The teacher gives a direction and calls on a child to

carry it out. Sample directions are: Hop to the bell on one foot, ring it and return to your place hopping on the other foot. Walk to the bell, walk around it and ring the bell 3 times. Skip to the bell, ring it twice, put it down, hop to your place. After the children are familiar with the type of directions given, allow a child who has successfully followed the directions to choose the next person and give the commands. Vary directions from simple to complex.

Purpose: To improve discrimination of rhyming and non-rhyming words and auditory memory

Say to the pupils "I will say three words to you; two of the words rhyme, but one is as different as can be. Listen carefully so that you can tell me the two words that sound alike. The words are 'me-tree-run.' What words rhyme?" Pause for response, "Yes, 'me' and 'tree' rhyme."

Other groups of words are: me-but-she; mew-new-or; my-at-I; ball-wall-toys; way-has-play; red-said-wet; guess-did-yes; away-play-my; cake-for-make; hide-ride-white. Such words are for oral and auditory practice and should not be presented visually at the early primary stage.

Purpose: Recall of story content

a. Now You Tell It. Tell a simple story and have the children repeat the events in the order of their occurrence. Help the children by asking "What happened after that?" Similarly, review longer stories which you have read to the children several times. Stories such as The Three Bears, The Gingerbread Man and The Carrot Seed lend themselves to sequential recall; however, any story may be adapted to such a review.
b. Official Answerer. Select one child to sit beside the teacher while a story is being read to the group: "Angie is going to listen to this story very carefully. She will listen for the names of the people in the story. She will remember what happens in the story. When the story is over, we will ask her some questions. If she can't remember, she might call on someone else to help her."

Purpose: To improve listening and memory skills

Most children love a tall tale. Let them take turns reading aloud and listening to stories about Paul Bunyan, Mike Fink or other such characters. Those who are not reading are to listen with closed books for all kinds of exaggeration. After each page has been read, the pupils enumerate the exaggerations they can remember. Have them comment on the way an exaggerator should talk--as though he himself were impressed with the alleged facts and believed them.

Auditory Discrimination

Purpose: To develop auditory reception skills

Identifying Familiar Sounds. (Let the child select a picture of the object when attempting to identify the sound. Use a tape recorder.)

1. Tape animal sounds. (bird, dog, cat, pig, cow)
2. Tape human voices. (child, man, woman, baby)
3. Tape bells or horns. (door bell, school bell, siren, telephone, car horn, truck horn)
4. Tape home noises. (running water, mixer, laughter, door slamming, vacuum cleaner)

Purpose: To recognize familiar sounds. To discriminate between likenesses and differences of familiar sounds. To help develop auditory memory.

Materials: Pictures of objects and tape of the sounds of those objects.

a. Show and discuss 5 of the pictures. Listen to the 5 sounds. Have the children identify the picture with the correct sound. Repeat the procedure for the next cards.
b. Put the pictures aside. Have the children name the first sound heard, second sound heard, etc.
c. Listen to more sounds. Discuss sounds which are similar, sounds which are different. Continue procedure.
d. Choose a specific area, e.g. voices of people, have the children clap hands each time the voices are heard. Continue this procedure to classify sounds.

Purpose: To discriminate between loud and soft sounds

Materials: Hammer, whistle, similar objects in the classroom

Ask the children to identify familiar sounds that are very loud and familiar sounds that are very soft; the bang of a hammer and a light tap of the hammer, a loud shrill blast on the whistle and a quiet toot, a whisper and a shout. The teacher may ask the children to make additional sounds. For example: What sound will a big bell make? What sound will a small bell make? What sound will a big dog make? What sound will a puppy make? What sound will a big rooster make? What sound will a little chick make?

Purpose: To develop auditory discrimination ability. To increase auditory memory ability

Materials: Rhythm band instruments or reproductions on tapes

a. The student will begin by distinguishing between various sounds presented.
b. The students will distinguish between various tones of similar instruments (example: bells, xylophone, triangle)
c. Sequences of instruments will be played for children to identify.

Purpose: To improve ability to identify the direction from which a sound originates

Materials: Bell

Who Has the Bell? One pupil is selected to be the listener. He stands in front of the room with his back to the class. The leader moves quietly around the room with the bell, which he places in the lap of a child. The leader then goes to the front of the room and says, "Ring the bell, who has the bell?" The child who has the bell rings it. The listener has three guesses to find out the name of the child who rang the bell. If he names the child who rang the bell correctly, the listener becomes the next leader and the bell-ringer becomes the next listener. If he does not succeed in naming the bell-ringer in three guesses, another listener is chosen.

Purpose: Sound direction and loudness, rhythm and tone

Materials: Clock (wind), rhythm instruments, tapes of daily sounds, rhyming lotto

a. Hide a ticking clock while the children close their eyes. The children move about the room quietly to find the clock, aided in their search by the ticking. The finder of the clock becomes the child to hide the clock for the second game.
b. Rhythm
   1. Body Movement. When the music plays slowly, the children should move slowly; as it speeds up, so should they. Begin this activity with a drum. Each time they hear it, the children should take a step. At first, the beat will be slow and even. Later, it should be faster and the children should be running. After the drum, piano chords can be used. Finally, musical pieces of increasing complexity can be introduced as the children gain the ability to interpret tempo in music into a corresponding tempo in movement.
   2. Rhythm Instruments. The children learn to reproduce rhythmic patterns of increasing complexity with a variety of simple instruments. (Hand clapping may be used at first, but the rhythm instruments provide better motivation.) Sample rhythm:
      1-2-3-4 (Instruments struck or sounded on first beat only)
      1-2-3-4 (On the first & third beats)
      1-2-3-4 (A long sound on beats one and three and a short sound on beats two and four.)
      Teach variations with combinations of loud-soft or of skipped beats. Similar variations may be introduced with a 1-2-3 rhythm. When the children are able to maintain the rhythm, a piano melody may be superimposed. Unison counting helps to maintain the rhythm.

c. Tone

1. Piano Scales. "My fingers can work up the piano." (Play the scale.) "Can you hear them? Now what happened?" (Slide down the scale.) Play scale slowly. "Am I walking or running? Am I playing loudly or softly?"
2. Glass Bells. By filling identical glass tumblers with graduated amounts of water you can create a scale of eight tones which can "ring" by tapping them with something long and metal such as a knitting needle. Initially present only two glasses to the child and ask him to select the higher and lower sound. Ideally, a child would be able to arrange the eight glasses in the order of the chromatic scale, but such a performance would not be required of all children. As the child's acuity in auditory discrimination develops, increase the number of glasses to be arranged. Skill in arranging four or five bells would be considered an adequate performance.

d. Identifying Everyday Sounds

1. Classroom Tapes. Make a tape recording of various ordinary sounds: the piano, drum, door shutting, children clapping, someone walking, or running (water), a teacher talking, etc. Leave a space after each sound for the children to identify it: "Listen closely to the sounds. If you know what any of them are, raise your hand. Close your eyes and tell me what this sound is." (Drag a chair across the floor.) "All right, open your eyes. What was it?" If the children have the idea, start the tape. If they don't, try other examples before using the tape.
2. Sounds I Hear. (Four 33 1/3 r.p.m. records--$16.50 the set - Scott Foresman and Co.). "Sounds around the House," "Sounds around the Farm," "Sounds in the Zoo," "Sounds around the Neighborhood," and "Sounds around the School." These records may be used with or without the accompanying picture card photographs as a visual aid. This set is useful for combining auditory discrimination with oral expression.

e. Discerning Rhyming Words

1. Rhyming Lotto. Make a lotto board by drawing squares on cardboard and pasting pictures of objects familiar to the child in the squares. Make the lotto "rhyming" by mounting pictures on cut-out squares of objects that rhyme with those on the board. Ask the child to match the two sets of pictures. It will be helpful to the child to hear the names of the objects, so ask him to label those on the board before you begin the game. As you turn over the cards ask, "What is this? Yes, it's a moon. Now, who has a picture whose names rhymes with moon?"

Purpose: To train auditory sense and develop the ability to concentrate. To help develop a sense of order.

Materials: Boxes or containers - all identical in size, shape and weight. Half will have red tapes and the other half blue. Fill each pair (1 red-1 blue) with identical materials that will produce a sound (beans, rice, bells, paper clips, pennies, etc.)

a. Present 2 shakers of the same color to class. Have them identify differences in the sounds (loud-soft). Then try to match 1 color with it's identical sound in the other color. Do this until all are matched.
b. Grade the sets according to sound, deciding which is louder or softer than the 1 just sounded. After one set has been graded ask the children individually to grade the other set matching it to the other set. Check for error.
c. After the child has learned to match the sounds following the above procedures the exercise can be extended by placing the 2 sets of the shakers at some distance from each other. The teacher selects a container from the set closest to the child, shakes it, and asks the child to find the matching sound from the set which has been placed in another part of the room.

Purpose: To strengthen listening skills

Materials: Familiar story with clearly identified characters who reappear in the story several times. Instruments.

Choose or let children choose an appropriate rhythm instrument to represent each character in the story. Give each instrument to a different child. As the teacher reads the story, ask each child who holds an instrument to play it when he hears his character mentioned. Read the story again and ask children to play their instruments when their characters are mentioned, trying to make the instrument tell how the character in the story is acting or feeling at the moment. i.e., fear might be demonstrated by shaking; stomping by thumping the instrument; knocking, by knocking; tip-toeing, by tapping lightly; running, by successive rapid tapping. The story may be repeated several times, or new stories and new instruments may be chosen.

Purpose: To strengthen the child's ability in listening to directions

Do "Simon Says" or change to another phrase such as "do this." You demonstrate all movements, the children only follow those directions preceded by, "Do this....." The better listeners then become the teachers.

Purpose: To say a poem together so all children participate orally on an equal basis.

Fish.

All: Look at them flit Lickity split
Group 1: Wiggling
Group 2: Swiggling
Group 3: Swerving
Group 4: Curving
Group 1: Hurrying
Group 2: Scurrying
Group 3: Chasing
Group 4: Racing

Group 1: Whizzing
Group 2: Whisking
Group 3: Flying
Group 4: Frisking
All: Tearing around
With a leap and a bound
Group 1: But none of them making the tiniest
Group 2: tiniest
Group 3: tiniest
Group 4: tiniest sound

CHAPTER II

LANGUAGE DEVELOPMENT — EXPRESSIVE SKILLS

Auditory Vocal Association

Purpose: To be able to hear and to say initial consonant sounds. To be able to relate initial sounds to pictures.

Materials: Old Itch Game - Deck of 68 cards, including 67 cards with pictures of things who names start with consonant sounds and one Old Itch card.

The teacher first shows and discusses all of the pictures on the cards, demonstrating the relationship between the pictures and the beginning consonant sounds. The game is then played like the familiar Old Maid. With 2 players for instance, each player gets 7 cards and the game proceeds as follows:

a. Player #1 matches various cards by matching initial consonant sounds. He then discards his matched pairs by placing them in front of him and saying the names of the pictures. Player #2 follows the same steps.
b. After the first round, each player is allowed to draw from either the deck or his fellow player's hand. If he still cannot make a match, he must forfeit his turn.
c. Game ends when all possible pairs have been matched and one player is left with the Old Itch Card.

Depending upon the ability level of the students and the goals of the activity, alphabetizing the cards in the player's hand and a sentence-making can be objects of the game in addition to matching initial sounds. Concepts in counting can also be set up by asking players to count their pairs. The winner is the player with the most pairs.

Purpose: To recognize beginning sounds. To form words. To develop phonic association.

Materials: Language Master, cards and matching pictures

a. Discuss name of each picture. See if child is able to match word and picture, repeating the word and then spelling it as it is matched to the picture.
b. Put both the picture and matching word on blank card for the Language Master (done with paper clips). Have child repeat word 3 times as it goes through record cycle on L.M. for auditory-visual relationship.

c. Remove picture as stimulus, have child listen to his own voice, repeating the word as he sees it. Remove word cards from the L.M. and check for retention. This can be done over a space of several days to check retention.

Purpose: To give practice in listening to recognize word beginnings.

The children stand. The teachers say, "Listen for words that begin like_____," (using a word that begins with a single consonant, e.g., mild) "Clap when you hear one. If you clap at a word that does not begin as (milk) does, you must sit down." The teacher then says four words, some of which begin like milk. For example, she might say, "my, much, house, man." After a number have had to sit down, all stand again and the game resumes with another beginning sound.

Purpose: To learn that many words begin alike

Say pairs of words and ask the children to identify those that begin alike and those that begin differently. Children can tap when the pairs of words begin with the same sound. Names of children in the classroom make a good beginning list.

Purpose: To do choral speaking

Elevator.

Solo: Push the button--
Unison: Close the door.

Solo: Push a button--
Unison: Second floor.

Solo: The box goes up--
Unison: And up, and up.

Solo: Push a button--
Unison: The door slides open.

Solo: Down we glide--
Unison: What a ride

Solo: Open the door--
Unison: Main floor.

Purpose: Choral reading

Likes and Dislikes.

Unison: What do you like to do?
Child 1: Ride my bike!
Child 2: Take a hike!
Child 3: Eat ice cream!
Child 4: Laugh and scream!

Unison: What do you hate to do?
Child 5: Dust my room!
Child 6: Use a broom!
Child 7: Wash my face!
Child 8: Lose a race!

Purpose: To strengthen the ability to use complete sentences

Materials: Bag filled with small objects of different shapes and textures

Individual students place their hand in the bag and obtain an object. While keeping the object hidden, the student describes that he can feel about the object. The student should be encouraged to use complete sentences. The other students then begin to guess what the object is by saying, "Is it_____? Could it be_____?" Allow all students to take turns.

Purpose: To give practice in listening so that players will improve their use of the English language

The leader gives a sentence in which a word has been used incorrectly, as "He has went away." The player who recognizes the error must correct it, as, "He has gone away" or "He went away." This player then becomes the next leader.

Purpose: The child will say words and phrases he has never said before

Choose stories that have repeating lines so that children can join in the repetitions. Examples are: The Little Red Hen, The Three Little Pigs, and The Three Bears. Many modern stories also have repeated lines.

Purpose: To use words of opposite meaning

Pronounce each descriptive word on the left. Individual children name the opposites.

asleep-awake
brave-afraid
cold-hot (warm)
dark-light
deep-shallow
fat-thin
full-empty
tight-loose
good-bad
large-small
long-short
lost-found
noisy-quiet
old-new
right-wrong
rough-smooth
sad-happy
sharp-dull
sick-well
straight-crooked
strong-weak
tall-short
thin-thick
wet-dry
sweet-sour
sunny-rainy

Purpose: To stress those words that give meanings to the sentence

Write one sentence on the board six times and underline a different word each time. The class reads the sentences, stressing each underlined word. Discuss meanings of the sentences with them. I am going to the circus. (I'm the only one) I am going to the circus. (Whether you say so or not) I am going to the circus. (I'm on my way) I am going to

the circus. (Not from it) I am going to the circus. (The best one of all) I am going to the circus (Not to the store).

Purpose: Proper sequencing of sentence parts

The children hear a sentence that does not make sense. The teacher tells them that if they turn the words in the sentence around, the sentence will make sense. She gives an example: "The man bit the snake; the snake bit the man." Then she asks the children to change the order of words in other sentences. Some examples: The chalkboard erased the teacher. The milk drank Ann. His shoe tied Tom. The story read my mother.

Purpose: To stimulate the production of meaningful language and accurate listening

Short film strips are especially adapted to storytelling or brief explanation by children. Many of the film strips prepared by Britannica Films, Coronet Films, Jam Handy, etc. may be accompanied by the child's story or description as the different frames are projected. The other children should listen for correct details or omissions. After a film strip has been shown several times, some children may be able to describe its content in some detail without showing the pictures. The rest of the group should listen for accuracy of detail and for sequence.

Purpose: Reinforce hypothetical or inferred association

a. Auditory Association at Storytime. Auditory association activities are easily incorporated into a traditional storytime. Questions which are not literally factual or closely dependent upon immediate recall from the story should be used. Examples: "Why did the dog find his way home before the little boy? Why was the policeman like a daddy to the little boy? What would happen if the old lady had caught the gingerbread man? What might have happened if the gingerbread boy had found a little boat at the river's edge?" This type of question can be used with any story read to the children, but a great deal of practice will be necessary before the children can make acceptable responses. (A typical early response to a cause and effect type of question, "Why did the boy fall?" may well be for the child to repeat the effect, "The boy fell" as if in some way this explained the cause.)
b. Little Willy. Create verbally an imaginary little boy (Little Willy) and use him as a focal point for examples from day to day. A hand puppet may be used to help create the character. Recount various events and ask the children how Willy felt. Examples: He fell down and hurt his knee. (He felt sad, sorry, hurt) He found a nickle and brought a toy truck he wanted very much. (He felt happy, lucky) He broke his sister's doll when he was angry. (He felt sorry, glad, afraid) He ate a big dinner. (He felt happy, full, lucky).
c. Finish the Story. Collect large, interesting action pictures in advance and store in a folder. Tell the beginning of a story to which one of the pictures supplies a possible ending. The child

listens to the teacher's story, finds the picture to complete the story, and then tells how the story ended. (Later the picture props may not be necessary) Example: "A boy's mother told him to go to bed. He said, 'I won't' So the mother picked him up and carried him to bed. 'Now stay there,' she said, 'or I will get very angry.' As soon as his mother left the room, the little boy got up and ran out of his room. When his mother saw him...." (Child chooses correct picture and verbalizes the ending.) "It was a very windy day and a man was burning some boxes near a garage. He left the fire before it was out. The wind blew the burning pieces of cardboard over to the garage....." (Child chooses correct picture and finishes the story.)

d. What If? To insure responses, limit the questions, at least initially, to material which has been introduced in the classroom.
What would happen if we forgot to put covers over paint jars?
What would happen if we didn't put our name on our paintings?
What would we do if we spilled the paint?
What would happen if the music teacher let everyone play the piano during music class?
What would happen if we didn't pick up the blocks?
What would happen if we didn't take turns talking?
What would happen if we didn't put our bikes away at night?
What would we do if a child cried at school?
What would we do if we didn't have enough crackers for all the children?
What would happen if the bus got a flat tire on the way to school?
In most cases more than one answer should be sought. Accept a literal or obvious answer but encourage divergent answers.

e. What If? To insure responses limit questions at least initially to basic family and home information.
What would happen if an egg dropped in your kitchen?
What would happen if you left a window open and it rained?
What do we do when the baby cries?
What do you do when your shoelace breaks?
What would you do if you cut your finger?
What would your family do if your car ran out of gas?
What would you do if you got on the bus to go downtown and found you had no money?
What would you do at your house if the clock did not work?
What would happen at your house if the rain came through the roof?
What would happen if you tore your dress (shirt)?
As in item d above, encourage different answers to the same question.

f. Let's Think. Begin an informal little story, stopping at a critical point with a question. Example: "A family went on a trip in their car. They drove for a long time. After they had passed through a town, Father said, 'There has been a bad windstorm, with a lot of rain in this town.' How could Father know that?" "They went on for another sixty miles. 'They have had no rain in this town for a long time,' said Mother. How could Mother know that?" Similar stories can be created about any incident. "What would happen if someone tied your shoelaces together?" "What would happen if you left a hamburger and a dog in the same room?" "What would happen if you couldn't open your mouth for a whole day?" "John brought a little snowman into the house and put him on the table. Later, there was only a puddle of water on the table. What had happened?"

Purpose: To develop the ability to listen and summarize the important part of a story

The teacher reads a short story to the group and has the pupils retell the plot in one sentence. The children may need considerable help in making a good summary. Use stories which are on the reading level of the group. At first, help the children decide which is the best of several one-sentence summaries.

Purpose: To develop the ability to identify the main idea of a story and state it in as few words as possible.

Read to the group short, simple stories and have the children make up a title for each story. The stories should be unfamiliar. Appropriate stories for this activity will often be found in readers or short story collections which are not regularly used by the group.

Purpose: To develop the ability to listen and retell a story in their own words.

Read a story to the group and have them tell it back to you. Write what they say on the chalkboard. They are helped by seeing the story written at their own vocabulary level.

Purpose: To develop ability to listen and classify phrases.

On the chalkboard write the six words "who," "what," "when" "where," "why," and "how." Read a list of phrases orally. Then let the group decide whether each one tells who, what, etc. Sample: a very long river - (what) through the ocean- (where). Others:

the gulf current	along the coast
below the surface	before its journey
as they die	from the water
through the water	in important ways
when grown	to the east side
by that time	with their fins
at the end of life	with tentacles
several scientists	the natives
because of large fish	to catch the fish

Purpose: Relaxation Exercises

The Lost Word. The teacher says, "My word is lost." The class asks, "How does your word begin?" The teacher selects a letter, for example, "w." Pupils take turns asking "Is it a wall?" or "Is it a window?" When a pupil identifies the word, he becomes the leader.

Auditory Visual Association

Purpose: To match forms and colors and develop auditory recognition. To recognize consonant sounds by identifying them with pictures. To develop auditory recognition of sounds by tying them to visual pictures. Follow directions for any Lotto game for 1,2,3 children.

Materials: Lotto Games. Form Lotto: one deck of children's cards, with 9 geometric forms and 2 decks of teachers' cards, one having block outlined forms and the other color-cued forms.

Number Lotto. one deck of children's cards, with 9 numbers per card and 2 decks of teachers' cards, one showing numbers and one listing words for numbers.

Beginning Sounds Lotto. one deck of children's cards, with various items whose initial letter demonstrates certain consonant sounds and one deck of teachers' cards of similar design.

Letter Lotto. one deck of children's cards showing upper and lower case letters and one deck of teachers' cards of the same design.

Purpose: Reinforce association of opposites or dessimilar qualities

Materials: Pictures of opposites in objects big and little

a. Opposite Mode of Questioning. Use as a matter of teaching style an opposite mode of questioning or of making observations, regardless of subject matter. For example, assume the subject matter under consideration is fruits. Point out that: A peach has a single seed, but a melon has many seeds. A melon is large, but a cherry is small. The peeling of a pineapple is rough; the peeling of an apple is smooth. A tree is tall, a bush is short. A strawberry has seeds outside; an apple has seeds inside. (The children provide the underlined information.) The ordinary routine of the school provides many opportunities for you to employ such a format. When you wash your hands, they're wet; but when you wipe them with a towel they get dry. When you pour juice, your cup is full; but after you drink the juice, your cup is empty. If you walk you go slowly, but if you run you go fast. If I raise my hand or put it in the air, it's up; but when I put it in my lap, it's down.

b. Opposite Picture Folders. Collect magazine pictures which illustrate opposite concepts. Reinforce these pictures by mounting them on construction paper. Store them in separate folders which are labeled. "Open-Shut (Closed)," "Empty-Full," "On-Off," "Few-Many," etc. In the Open-Shut folder we might find a picture of an open door and a closed door, an open window and a closed window, a refrigerator with its door open and with its door closed, an automobile with its door open and an automobile with its door closed, an open book and a closed book. The Few-Many folder might contain pictures of an almost deserted street and a congested street, a tree with only a few leaves and a tree with many leaves, a few blossoms and a field profuse with flowers, a few people and a large crowd. Then present a statement. ("When we drive the car, the door is shut. When we get out of the car, the door is _____.") and the child supplies the missing word and then finds the appropriate pair of pictures to illustrate the statement. Different statements can be used from day to day which will elicit slightly different responses and maintain interest but which illustrate the same pair of pictures. Later, the children may be able to initiate the statements.

c. Different Places. Select two places which have obvious differences (city and country, home and school). "Let's find out if home and school are the same or different. I'll make a list at the board. First, let's think of all the things we do at home (go to bed, dress, eat, play). All right, now what are some of the things we do at school? (sing, work on making designs, have juice, hang up our coats). Do we do any of the same things at home that we do at school? Are most of the things which could happen at both places: hanging up coats, coloring.

d. My Friend. Ask a child to stand up before the group and to choose a friend to stand beside him. Ask him to tell one way in which they are alike. ("We are both boys; we are both wearing blue jeans; we are both in school; we both ride the bus to school; we are both five years old; we are both wearing sneakers.") The second child is to tell one way in which they are different. ("He is a boy, I am a girl. Her hair is braided and my hair is short. He is wearing boots today and I am wearing sneakers.") The first child chosen sits down and the second child chooses a friend to come up and the game is repeated. Encourage the other class members to add likenesses and differences to those given by the two children who are standing.

Purpose: To make statements to which children respond with a body movement

There are no standard responses, but one that is typical is listed with each statement below. Use voice inflection that creates a mood for the physical response. Ask children to name the movements as they respond.

"I don't know" - shrug of shoulder
"I'm so happy" - squeeze self
"I love you" - hug
"That's terrible" - cringe
"Get out of my way" - kick or shove
"Walk quietly" - tiptoe
"I want to hide" - crouch
"I want that!" - grab
"Help! This won't move" - tug

Purpose: To use positional words

Have the children use these words in sentences, pantomiming, if possible.

above-below	left-right
back-front	some-none
far-near	out-in
few-many	top-bottom
first-last	outside-inside
high-low	up-down
here-there	under-over

Purpose: To learn to use past tense

Give a direction and ask the children to pantomime that action. Ask: "What did you do?" One child answers, using the past tense: "I walked like a bear." Succeeding children may respond: I flew like a bird. I grew like a flower. I crawled like a worm. For older children write directions on the board.

Be a bear.	Be a soldier.	Be a duck.	Be a flower.
Be a rabbit.	Be a ball.	Be an airplane.	Be the wind.
Be a giant.	Be a burro.	Be a toad.	Be a worm.
Be an elephant.	Be Santa.	Be a mouse.	Be a cowboy.
Be a scarecrow.	Be a sandman.	Be a butterfly.	Be a fish.

Be an elf.	Be Jack Frost.
Be a bird.	Be a leaf.
Be a kitten.	Be a seal.
Be a kangaroo.	Be a clown.
Be an Indian.	Be an astronaut.

Auditory Closure

Purpose: Using concrete materials to elicit verbal automatic responses

a. Miniatures and Models. Miniatures may be used in many ways to provide situations for good grammatical drill. ("The father is taller than the mother. The baby is in the mother's arms. The children are playing on the floor. The mother is calling them.") Verb forms, singular and plural forms, comparative terms, and prepositions may be drilled through the use of manipulative miniatures. Of course, the child must hear the correct model and make the verbal response. He cannot be allowed simply to manipulate the miniatures. A child may be allowed to play freely with the models if he tells what he is doing. Then the teacher may expand his expression or supply the needed verbalization.

b. Relationship to Child's Body. This drill emphasizes common prepositions and relationship to body parts. Place a small object (pencil, eraser, penny) in relationship to the child. Supply a model. "The penny is behind your ear. The penny is over your head. The penny is on your head. The penny is under your shoe. The penny is in your pocket. The penny is under your chair." After each statement ask, "Where is the penny?" and allow the child to repeat, "The penny is over my head ." Later, encourage the child to answer the question without having been given a model response. The game may be varied by giving the children pennies and a block or a small doll. The children then manipulate the objects to follow the command and repeat the model sentence. "Put the penny under the block." Child: "The penny is under the block." "Put the penny between two blocks." Child: "The penny is between two blocks."

c. How Many? Use counting books, pictures and small objects to provide opportunities for the children to hear and use plural forms. "I have one block. How many do you have?" The child answers, "I have two blocks." This activity can be done in conjunction with counting exercises. The child learns to say the number of things and what those things are: "I see four dogs. Here are six dogs. Here are three pigs. I see six mice." Similar activities can be used briefly throughout the day's lessons.

d. Tense. Use felt board cut outs (or other pictures) to provide simple sentences which emphasize tense. Point to one picture and say, "The boy is going." Then point to the next picture and say, "Now the boy is_____." The children answer "gone" because there is no boy in the second picture. In a similar way, adapt two or three sentence stories for the opposite pictures.

Purpose: Elicit verbal automatic responses using model sentences

a. An Adult Model. Do not insist on a complete sentence for all responses because an entire lesson can bog down in the constant demanding of a sentence form. This is particularly true when new material is being presented. However, after the new vocabulary

or concept has been partially mastered, try to expand verbalizations into a sentence response. When a child gives the correct one word answer, say, "Yes, a cow is a farm animal." In other words, incorporate his one word into a simple sentence. Encourage him to repeat the sentence. "Can you say all of that?" Sometimes all the children can repeat the sentence to avoid self consciousness on the part of a single child.

b. Music Activity. Teach the first verse of a song with a repetitions format such as "The Wheels on the Bus." "The wheels on the bus go around and around, around and around, around and around. The wheels on the bus go around and around all through the town." The underlined words change from verse to verse, although the sentence pattern stays the same. New verses incorporate new words but emphasize the same pattern. The children apply the pattern or, in other words, use the model. Other songs of the same type: "When Mary Wears Her Blue Dress," "Old McDonald," "Put Your Finger in the Air," "Mulberry Bush."

c. General Curriculum. Supply sentence models in all areas of the curriculum: "This is a_____." "This is not a_____." "These are alike because this one has_____, and this one has_____." "These are different because this one has_____and this one has_____." "They both have_____." "_____does not belong here because_____ _____."

d. Adapting Lotto Games to Model Sentences. When playing lotto, matching, and classification games, present a model sentence to describe what the children are doing and when. For example, in a store classification game: "I have a____and it belongs in the_____store." Most association activities lend themselves to similar sentences. "A chair goes with the furniture. An apple is a fruit."

e. Talking Time. "Let's name all the animals (colors, vehicles, etc.) we can think of today. Each child has a turn and responds in a complete sentence. "A cow is an animal. A cat is an animal. A dog is an animal."

f. Tape Recorder. Record brief lessons and play back parts to the children so they may hear how they responded. However, before the tape recorder can be used effectively, the children must be familiar with the machine. A very limited use of the recorder is best at first: --Make a statement and allow each child to make the same statement. Play back immediately. --Ask a simple question. Allow each child to answer that question. Play back immediately. --The children may count pennies, up to five perhaps. Record the counting and play. --Allow the children to give their names and describe what they are wearing. Play back immediately. These suggestions should not be followed at one recording session. Rather, use the machine daily for five or ten minutes.

g. Taking a Trip. A leader calls the name of a child and says, "Go by car to Ramon's house." Ramon stands and chooses another child and says, "Go by boat to Susan's house." Susan in turn stands and says, "Go by horse to Gerald's house." Each child must name a new way to travel.

Sound Blending Techniques

Purpose: Syntactical Constructions

a. Riddle Format. Blend a word as a riddle. Provide further hints or speed up the blending until the child can provide the word. Incorporate sound blending into the regular classroom routine by slowly sounding any answer that the children are unable to provide. Instead of providing further information to help the child come up with the right word, as you would usually do, answer slowly; p-i-g, speeding up the sounding as necessary.

b. Farm Animals. "We are going to pretend to be animals on a farm. We won't tell our full name though. When it is your turn, begin your name, like this: 'I am a c...' and the rest of us will guess the rest of your name." If the children have trouble beginning the game, suggest a beginning sound of an animal for each to repeat (sh..., pi..., ch....,). Play the same game with colors, fruits, or other curricular content.

c. I See Somebody. Adapt the directions in a above to the names of the children. Sound the entire name slowly when an intial sound is not a sufficient clue. "I see a girl named B_____. I see a boy named B_____. I see a boy named J_____." Familiar objects in the room may also be used. "I see a ch_____. I see a cl_____."

d. I'm Thinking of Something. "Let's play a new game. I will tell you something about a thing you can see in this room. I will also make the beginning sound of that thing. Are you ready? I am thinking of something in this room that:
   1. is green. You write on it with chalk. It is the ch (alkboard).
   2. is made of wood. You sit on it. It is a ch (air).
   3. is made of paper. It has pictures in it. It has words in it. It is a b (ook)."

e. Rhyming Format. "Can you make a rhyme? Let's see if you can finish these sentences: Find your nose, touch your ____(toes). Take a nap, put hands in your _____(lap). The little mouse ran into his _____(house). My little cat found a funny _____(hat). The big black dog jumped over a _____(log). The little bunny looked very _____(funny)." Use motions or picture clues to encourage responses.

f. Completion of Familiar Songs and Rhymes. Use songs and finger plays with which the children are familiar. Repeat most of the words, omitting a word here and there for the children to fill in. "The wheels on the _____go around and around, around and around, around and around. The wheels on the bus go around and around, all through the _____."

g. Forming Plurals. Adapt casual conversation with the children to a word omission format. Allow the children to fill in the blanks as you say sentences. Examples: "I have two hands and two_____ (indicate feet)." "If I have one loose tooth I can chew with all my other _____(indicate teeth)." "I have one nose to smell with, but Tony and I together have two _____(touch both noses)."

h. Changing Tenses. Adapt casual conversation with the children to a word omission format. Allow the children to fill in the blanks as you say sentences. Examples: "We will sing in school today. Yesterday we _____(sang)." "I run when I play tag. Yesterday I played tag and _____(ran)." "I rode on the bus yesterday. Today I will _____(ride) on the bus."

i. Use of Books. Books which follow repetitive style are useful: The Three Bears, Stop That Ball, Peter Johnson and His Guitar, My Ball of String, A Fly Went By, The Carrot Seed. Either the illustrations or the repetitive style will supply the necessary clues for the children to respond to words or sentences which you leave out of the story. In some cases, a rhyme may be the clue.

j. Lotto Games for Sound Blending. Use familiar lotto games in new ways. "This time I will not hold up the little card for you to see. I will slowly say a word, like this, 'ch-a-i-r.' You will look on your big card to see if you need that picture. If you do, say its name and I will give you the little card." Review the little cards first, holding them up and sounding out their names before actually beginning the game. Do not, of course, introduce lotto games on this level. Rather, exploit the visual level of such games first and later add the more complex verbal and listening skills.

CHAPTER III

SPEECH IMPROVEMENT

Purpose: To get acquainted with first and last names of children in the classroom

1. Children sit in a circle. The teacher begins, "My name is _____," and then turns to the child on the right and asks, "What is your name?" The child responds, "My name is _____ (first and last name)." He then turns to the child on the right and asks, "What is your name?" The game continues around the circle.

Purpose: Relaxation exercise

I Go to Resting Town. I stretch my fingers to the sky; (raise arms) I reach my arms up tall, tall, tall. (stretch arms) I amke my fingers fly, fly, fly; (wiggle fingers). My back is like a straight, straight wall! (sit tall) My legs are strong; I stretch them straight. (stretch legs) My arms come slowly down, down, down (lower arms gradually) I close my eyes and count to eight. (close eyes) And then I go to resting town! (Fold hands in lap and keep eyes closed until teacher signals otherwise.) 1-2-3-4-5-6-7-8!

Purpose: Relaxation exercise

Open Your Fingers. Open your fingers (act out). Close them up tight. Now put your hands away out of sight (hands behind back). Show your hands (act out) and let them clap. Lay them gently in your lap. Reach your fingers high, high, high! Pretend you're a birdie in the sky.

Purpose: Relaxation, breathing exercises and awareness of the speech mechanism

TONGUE POEM

Pinky tongue thought he would have some fun.
He crept out slowly to see the sun.
He looked up high, he looked down low,
To left, to right, then to and fro,
And then I heard him softly blow,
"th" "th" "th"

Breathing (JONES)

a. This is the way I fill my chest (breathe)
For deep breathing is the best
I'll stand way up, upon my toes
Then down again like a see saw goes
Breathe deeply in, and out and in,
And don't forget to watch your chin
Let's hold the head away up high
Raise your arms and point to the sky.

b. On one, fill your chest and stand on your toes
On two, come down like a teeter goes.
Now watch your chin and hold your head high
And reach way up towards the sky.
On one - go way back up again
On two, come down on your toes and then
Stretch up, come down, stretch up, come down
And now sit down like a funny clown.

CHEWY CHILD

I know a funny little child
He chews up everything
He chews up bits of paper
And he chews up balls of string
He chews big hunks of chewing gum
All day I watch him chew
I'm not surprised that when he talks
He chews his words up too.

Rules for Good Speech

1. Stand or sit up straight hands away from mouth
2. Look at the person you are talking to
3. Speak loud enough for all to hear
4. Say all the sounds in the words
5. Speak at a moderate rate
6. Be a good listener
7. Say each word clearly

We have five senses

sight

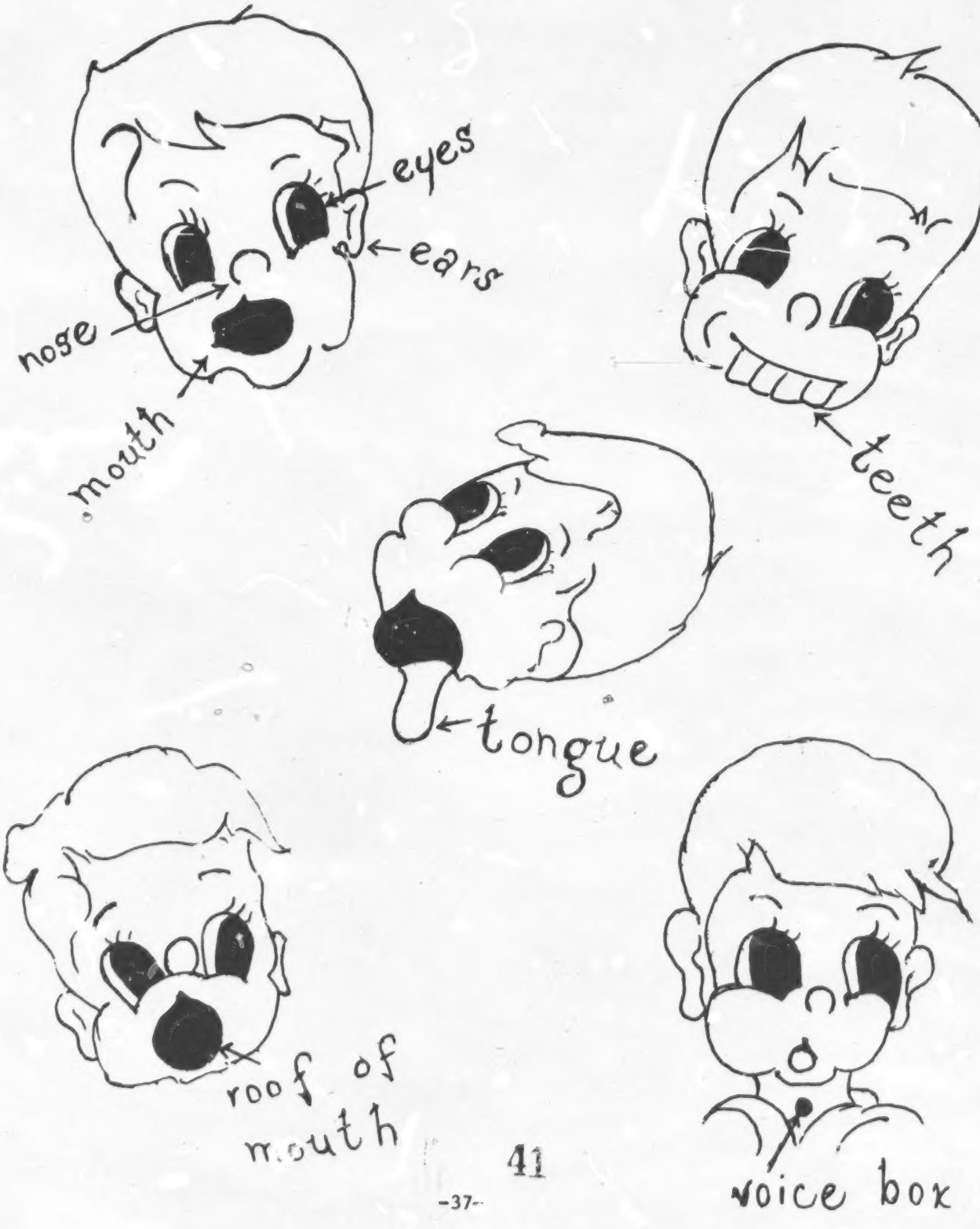
hearing

touch

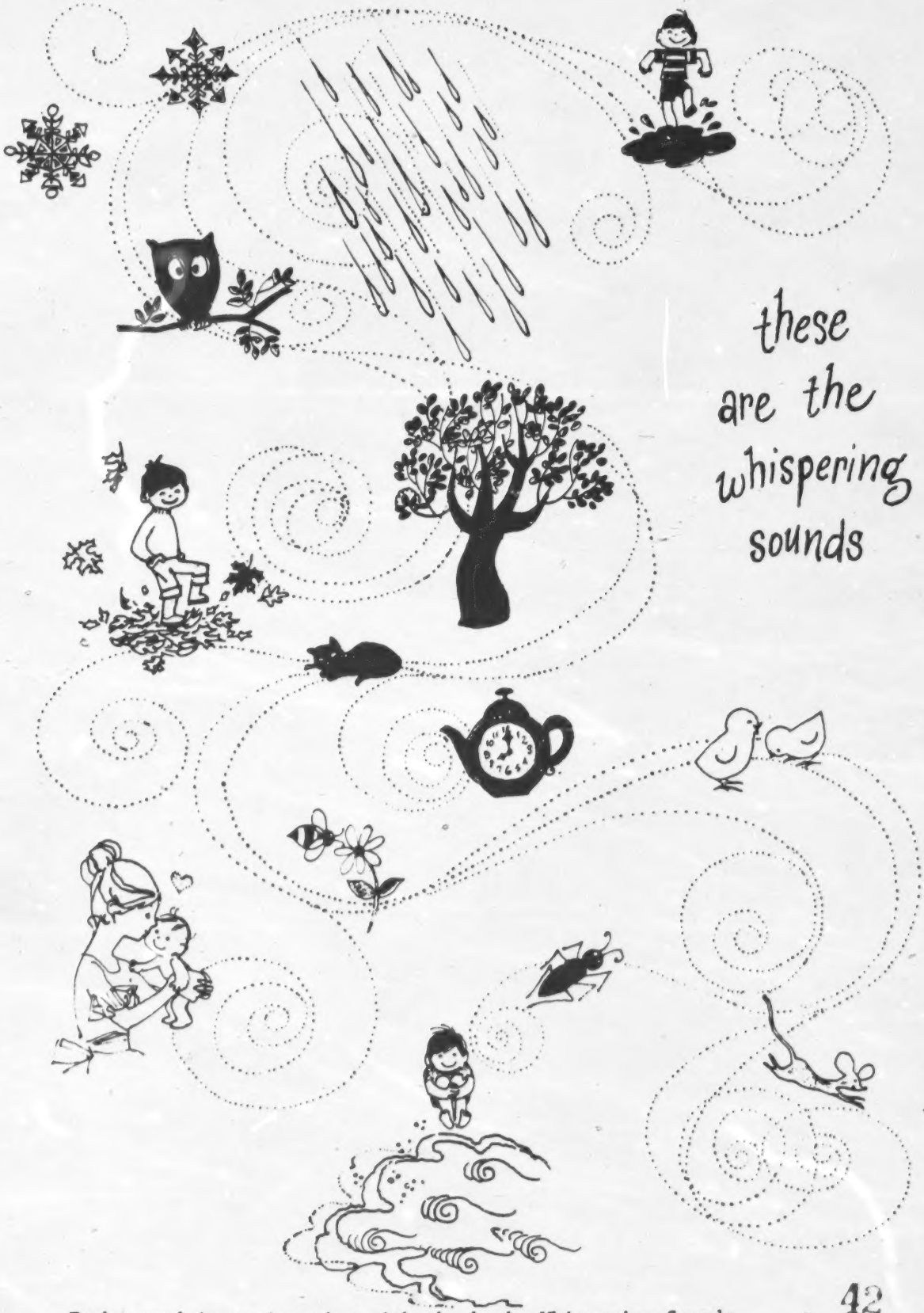
taste

smell

My Speech Helpers



Purpose: Listen to, and note the difference between loud and soft sounds.



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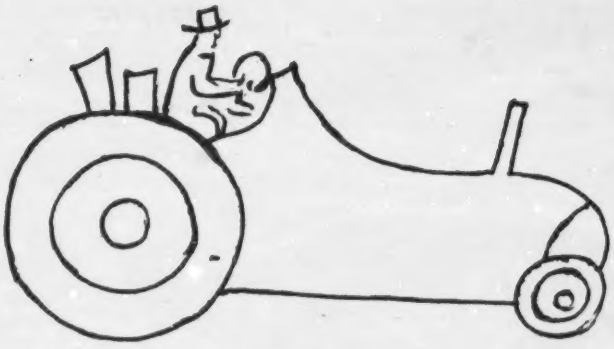
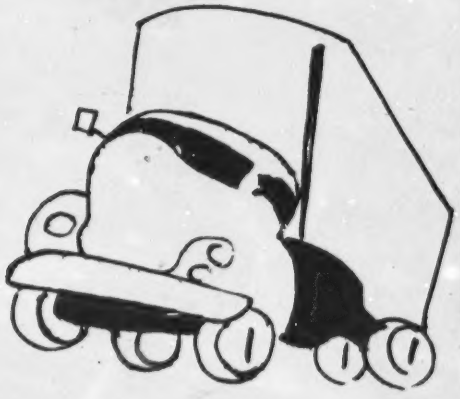
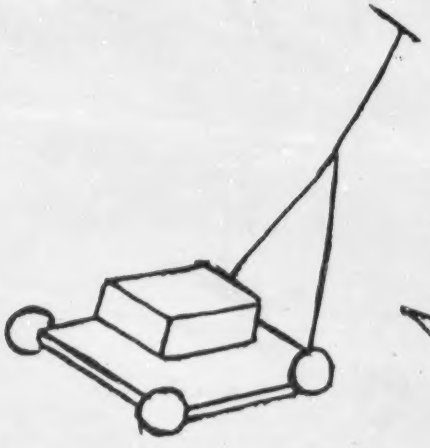
To be used in conjunction with the book, Whispering Sounds.

these
are
the loud
sounds







Purpose: To introduce speech sounds through the auditory channel in a logically ordered manner.

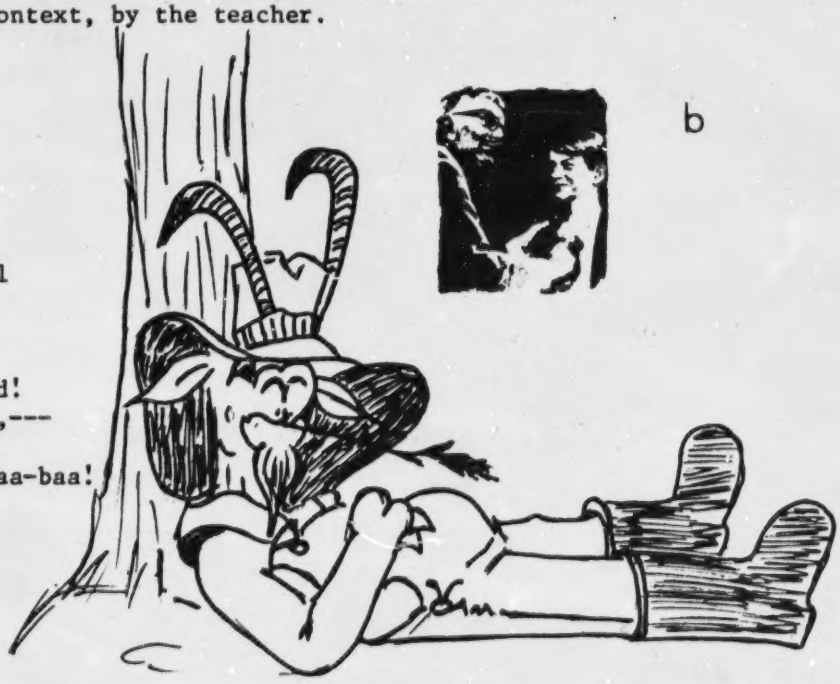
Introduce each sound individually, using visual and auditory clues. Each sound will have a pictorial representation*, as well as a poem with the sound in context. The children should indicate in some manner, that they auditorially recognize the sound when presented verbally, in context, by the teacher.

BAA-BAA BILLY GOAT

Baa-baa! Baa-baa!
Baa-baa Billy Goat,
Where are your kids?
"They're over the hill
Chasing katy dids."

Baa-baa Billy Goat,
Let us hear your sound!
Call for the kids now,---
They must be around.
Baa-baa! Baa-baa! Baa-baa!

b



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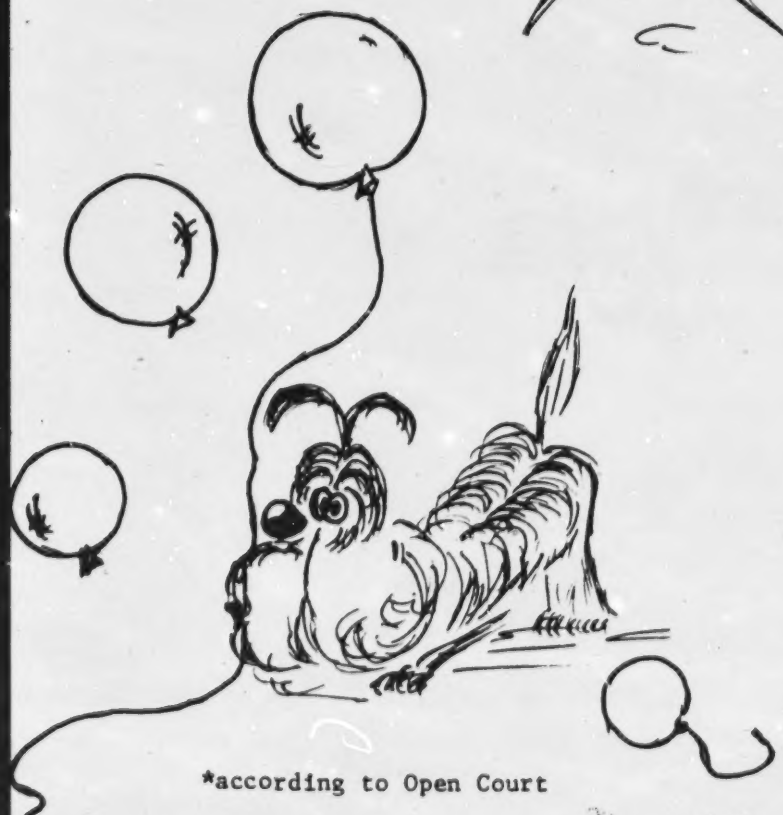
PIXIE PUPPY

Pixie is our puppy.
She always wants to play.
She likes to pounce upon a ball
Just any time of day.

One day she found some red balloons
And pulled them to the floor,
But when she pounced upon them
POP! POP! POP! POP! POP!
She scampered out the door!
POP! POP! POP! POP! POP!

POP! POP! POP! POP! POP!



*according to Open Court

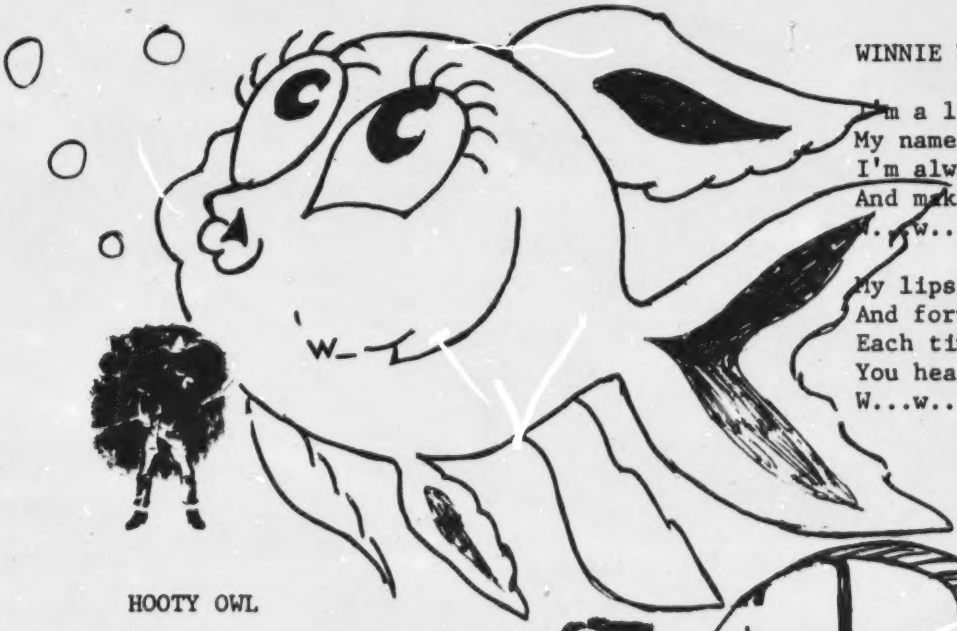
m

BESSIE COW

Moo! Moo! Moo!
I'm either very quiet
While standing in the sun;
Or busy chewing grass,
And that's a lot of fun!

I like to "moo" a bit
And you can hear me now
I make a sound that you all know
Because I'm Bessie Cow.

Moo! Moo! Moo!
Moo! Moo! Moo!



WINNIE WOO

I'm a little goldfish.
My name is Winnie Woo.
I'm always blowing bubbles
And making eyes at you.
W...w...w...w...www

My lips are always moving
And form a circle round.
Each time I blow a bubble
You hear the "w" sound.
W...w...w...w...w...www

HOOTY OWL

I'm a little baby owl.
My home is in a tree.
I stay in bed all day
Because I cannot see.

When children are asleep
The sun puts out his light
I sit up on our nest
And "hoot" all through the night.

Whoo! Whoo!
Whoo! Whoo!
Whoo! Whoo!

Whoo! Whoo! Whoo!

BLACKIE

F! F! Fffffffff!

Little Blackie, you naughty cat,
You never "purr,"---but sound like that!
F! F! Fffffffff!
F! F! Fffffffff!
Little Blackie, why don't you play
With Squeek, the mouse, who came today?

He brought some fish for you to eat
And catnip for your Sunday treat.
He'll be your friend,
If you'll be good.
So please behave
Like all cats should.

VALENTINES, VALENTINES!

Valentines, valentines,
Fifty-five or more--
Why, you can find valentines
In almost any store!

Valentines with violets,
Valentines with lace,
Valentines with glitter,
Or with a cupid's face.

Valentines with verses
That say, "I love you true."
Valentines all trimmed with red
Or silver, green or blue.

Valentines, valentines,
Fifty-five or more--
Why, you can find valentines
In almost any store!

--L.B.S.

THUMPITY BEAR

Thumpity, thumpity-thump
I'm a fuzzy, wuzzy bear
With nothing much to do.
I catch myself some fish
And eat the berries, too.
Thumpity, thumpity-thump!

I do a little dance

Upon a hollow log.

I thump-thump and thumpity-thump
While I do a jiggety-jog.
Thumpity, thumpity-thump!

th
th

GOOSIE'S HAT

Th--th--th--th!

Our little Goosie lost her hat
And she was, Oh, so mad at that!
She could not talk, she could not sing!
She just said "th" -- to everything.

Th--th--th--th!

She asked the duck out by the log;
She asked the frog out in the bog.
She looked and looked, then took a swim
And found her hat caught on a limb.

LITTLE SONG BIRD

Tweet, tweet! Tweet, tweet!
I fly up to your window sill
To give your heart a thrill.

Tweet, tweet! Tweet, tweet!

I sing my very best for you
And proudly spread my feathers, too.

Tweet, tweet!

Tweet, tweet!

f

d

RED-HEADED WOODPECKER

D,d,d--d! D,d,d--d! D,d,d--d!
Red-headed Woodpecker drills all day.
To find his food--he works this way.
D,d,d--d! D,d,d--d! D,d,d--d!

The tree's so hard--his head must ache!
I wonder if his bill will break?
D,d,d--d! D,d,d--d! D,d,d--d!

NIPPY, THE MOSQUITO

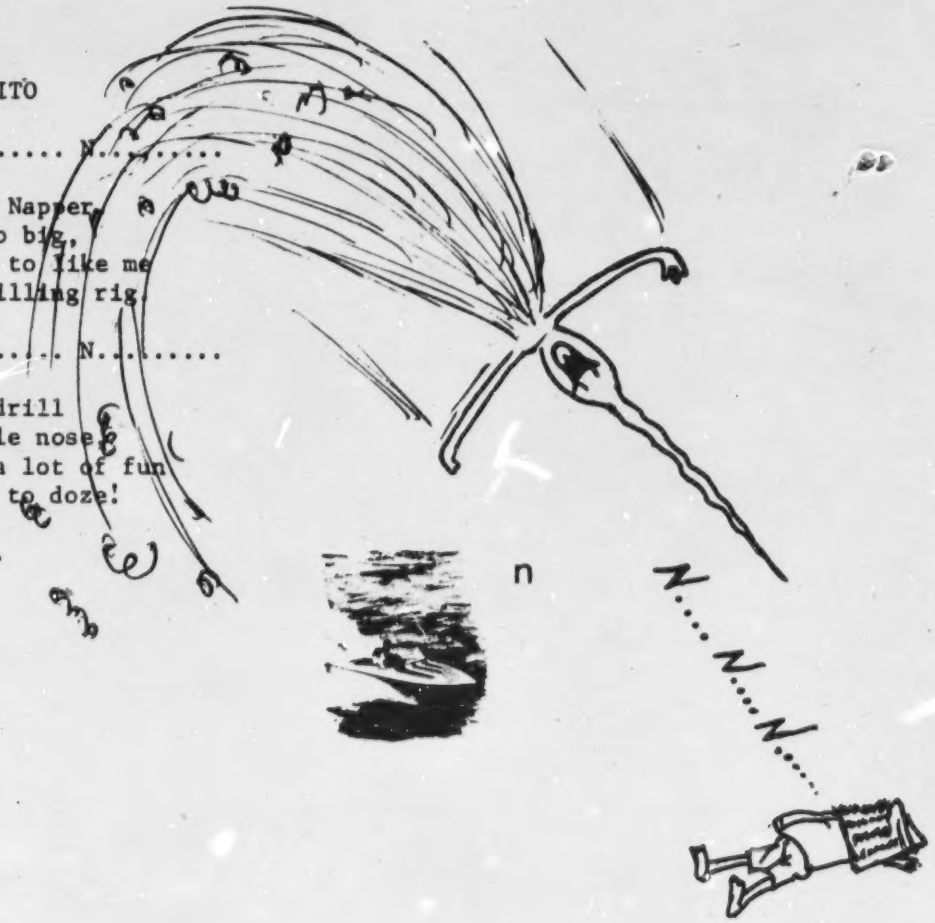
N..... N..... N.....

My name is Nippy Napper,
I'm really not so big,
But no one seems to like me
When I use my drilling rig.

N..... N..... N.....

I have a little drill
Right on my little nose,
And I just have a lot of fun
While people try to doze!

N.... N.... N....



IN THE LOOKING GLASS

I see my face in the looking glass,
When I look, look, look
In the looking glass.
I see a small nose,
And I see my chin,
And I see a red mouth
Where the food goes in.
In the look-look-looking glass!

I see my face in the looking glass,
When I look, look, look
In the looking glass.
Sometimes I smile,
And sometimes I frown,
But a smile is a frown
Turned upside down
In the look-look-looking glass!

Turn upside down!

S

THE OSTRICH IS A SILLY BIRD

The ostrich is a silly bird,
With scarcely any mind.
He often runs so very fast
He leaves himself behind.

And when he gets there, has to stand
And hang about till night,
Without a blessed thing to do
Until he comes in sight.

Mary E. Wilkins Freeman

Z

I'M ZIPPY THE ZEBRA

All: I'm Zippy the zebra,
The zebra, the zebra.
I'm Zippy the zebra
Who lives in a zoo.

Teacher: And tell us, do you like the zoo?
Children: Oh, yes! Oh, yes of course I do.
All: I'm Zippy the zebra,
The zebra, the zebra.
I'm Zippy the zebra
Who lives in the zoo.

Teacher: And did you travel very far?
Children: Oh, yes! I came from Zanzebar.
All: I'm Zippy the zebra,
The zebra, the zebra.
I'm Zippy the zebra
Who lives in a zoo.

Teacher: Oh, you are such a curious sight.
Children: It's 'cause my hide is black and white.
All: I'm Zippy the zebra,
The zebra, the zebra.
I'm Zippy the zebra
Who lives in a zoo.

—L.B.S.

LITTLE CHARLIE CHIPMUNK

Little Charlie Chipmunk was a talker. Mercy me!
He chattered after breakfast and he chattered after tea!
He chattered to his father and he chattered to his mother!
He chattered to his sister and he chattered to his brother!
He chattered till his family was almost driven wild!
Oh, little Charlie Chipmunk was a very tiresome child!

Helen Cowles LeCron

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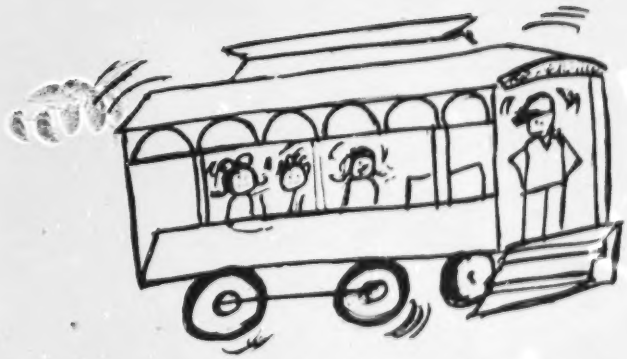


THE JIGGLING TROLLEY CAR

Climb aboard,
And take a ride.
We will not start
Till you're inside.
Jiggle, jiggle, jum, jum!
Jiggle, jiggle, jum, jum!
Jiggle, little trolley car,
Jiggle on your track!

The trolley sways
And rocks me so.
Soon it's off
To sleep I go.
Jiggle, jiggle, jum, jum!
Jiggle, jiggle, jum, jum!
Jiggle, little trolley car,
Jiggle on your track!

--J.J.T.

j_

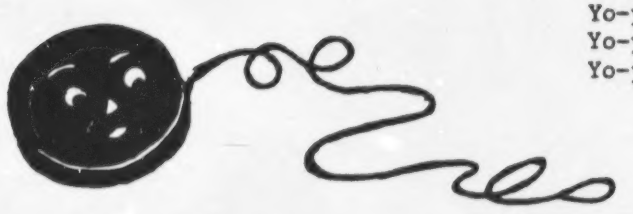
UMBRELLAS

When the rain is raining
   And the April days are cool
All the big umbrellas
   Go bumping home from school.
They bump the blowing cloudburst.
   They push the pushing storm.
They leap a muddy puddle
Or get into a huddle
   To keep each other warm.

But who is underneath them
   You really cannot tell
Unless you know the overshoes
   Or rubbers very well
Or the flippy-flop galoshes
With their swishes and their swashes
Or the running rubber boots
With their scampers and their scoots....

Oh, when the rain is raining
   And the April days are cool
I like to watch umbrellas
   Come bumping home from school!
I like to watch and wonder
Who's hiding halfway under....

Rowena Bennett



ALL KINDS OF YO-YOS

Yo-yos are purple and yo-yos are green.
Yo-yos are black, red or blue
Yo-yos have speckles and yo-yos have stripes.
Yo-yos have polka dots, too.
You choose a yo-yo, a yo-yo you like.
Let it spin fast on a string.
I'll choose a yo-yo, a yo-yo I like.
Together our yo-yos' will sing.
Yo-yos are purple and yo-yos are green.
Yo-yos are black, red or blue.
Yo-yos have speckles and yo-yos have stripes.
Yo-yos have polka dots, too.

--J.J.T.

sh

FIVE LITTLE SEASHELLS

Five little seashells lying on the shore;
Swish went the waves, and then there were four.

Four little seashells cozy as could be;
Swish went the waves, and then there were three.

Three little seashells all nearly new;
Swish went the waves, and then there were two.

Two little seashells sleeping in the sun;
Swish went the waves, and then there was one.

One little seashell left all alone;
Whispers "shhhhhhhhhhhh" as I took it home.

—S—

MEASURING MYSELF

I measured my arm,
I measured my toes,
I measured my fingers,
I measured my nose,
I measured my neck,
I measured my chest,
I measured my waist,
And now I will rest!

--L.B.S.

QUACKY DUCK

My name is Quacky Duck
I live in the park
I quack and I quack
From daylight 'till dark.

Quack! Quack!
Quack, quack, quack!

I quack at the fish.
I quack at the swan.
I quack at my shadow
I see on the lawn.

Quack! Quack!
Quack, Quack, Quack!

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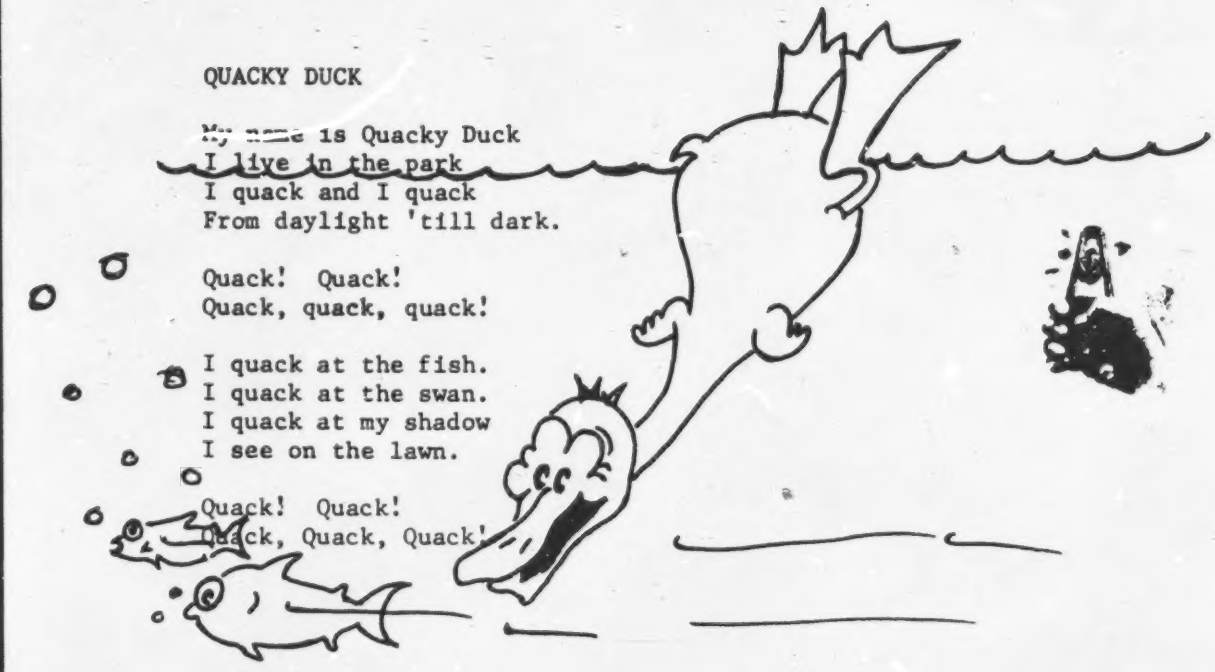

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HAPPY NOISES

Glip, glip, glip
Goes the water in the sink,
the water in the sink.
Glip, glip, glip
Goes the water in the sink
When I go to get a nice cool drink!

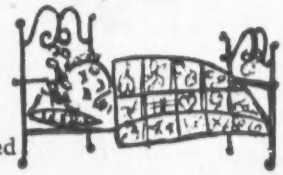
Glup, glup, glup
Goes the milk into my cup,
the milk into my cup,
the milk into my cup.
Glup, glup, glup
Goes the milk into my cup,
And I drink all the milk right up!

Glub, glub, glub
Goes the froggie by the lake,
the froggie by the lake,
the froggie by the lake.
Glub, glub, glub
Goes the froggie by the lake,
And he keeps me wide-awake!

THINGS

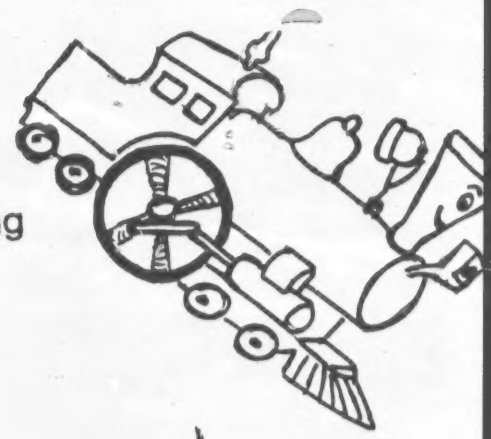
Trains are for going,
Boats are for rowing,
Seeds are for sewing,
Noses for blowing,
And sleeping's for bed.

Dogs are for pawing,
Logs are for sawing,
Crows are for cawing,
Rivers for thawing,
And sleeping's for bed.



Games are for playing,
Hay is for haying,
Horses for neighing,
Saying's for saying.
And sleeping's for bed

--William Jay Smith



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HIPPETY-HOP BUNNY

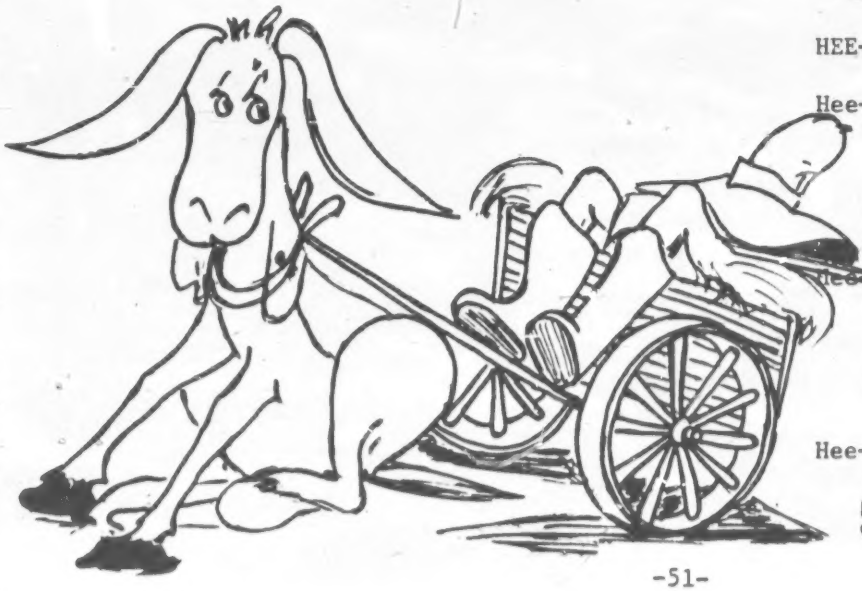
I'm a litt e baby bunny,
And have a twitchy nose.
I have a fluffy tail,
And twenty scratchy toes.

My ears are very tall.
My eyes are really pink.
Now watch me jump and hop,
Faster than a wink.

h_

Hippety-hop, hippety-hop, hop!

Hippety-hop, hippety-hop, hop!



HEE-HAW DONKEY

Hee-haw! Hee-haw! Hee-haw!
I am a little donkey.
My name is Shooting Star.
When I go, I travel slow,
So I won't move too far.

Hee-haw! Hee-haw! Hee-haw'
I'm always very sleepy
I yawn at work all day
Waiting for the sun to set
So I can get some hay.

Hee-haw! Hee-haw! Hee-haw!

APPENDIX

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Arrco Playing Card Company
200 Fifth Avenue
New York, New York 10010

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